DOCUMENT RESUME

ED 312 362 UD 027 126

TITLE Intergroup Conflict in Los Angeles County Schools. Report on a Survey of Hate Crime.
INSTITUTION Los Angeles County Commission on Human Relations, Calif.
PUB DATE Oct 89
NOTE 24p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Antisocial Behavior; Elementary Secondary Education; Ethnic Bias; *Minority Groups; Racial Bias; *Racial Relations; Sex Bias; *Student Attitudes; Surveys; Teachers; Teacher Student Relationship; *Urban Schools; Victims of Crime; *Violence
IDENTIFIERS *California (Los Angeles)

ABSTRACT

This report discusses the findings of a survey on school hate crime which was distributed to all schools in Los Angeles County (California). The survey was designed to assess the level of inter-ethnic conflict and hate crime on kindergarten through twelfth-grade campuses. Chapter 1 discusses the background of the problem, including information about the methodology used to study hate crime and the operational definition of hate crime. Chapter 2 recounts incidents against students and analyzes the data on who the victims are. The following types of incidents are discussed: (1) racial; (2) religious; (3) gay/lesbian; and (4) immigrant. The following information about the hate crime incidents is also provided in this chapter: (1) school levels responding; (2) types of hostility; (3) links to hate groups; and (4) actions taken against the perpetrators. Chapter 3 reports the incidents against school employees--including what types of hostility were reported, and what actions were taken against their perpetrators. Chapter 4 provides a profile of schools at risk for hate crime and discusses possible resources that can be used to prevent hate crime. Also included in the report are sections on findings and commission actions. A copy of the survey is appended and three figures are included. (JS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED312362

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Roberta Kunkle
LA County Commission on Human Relations

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INTERGROUP CONFLICT IN LOS ANGELES COUNTY SCHOOLS

Report on a Survey of Hate Crime

October 1989

Los Angeles County Commission on Human Relations
320 West Temple Street, Suite 1184
Los Angeles, California 90012

UD 027 126

BEST COPY AVAILABLE

LOS ANGELES COUNTY COMMISSION ON HUMAN RELATIONS

Ray Bartlett, President
Minnie Lopez Baffo, Vice President
Eleanor Montaño, Vice President
Hay Yang, Vice President
Dr. Paul G. Johenk, Secretary

Msgr. William J. Barry
Albert De Blanc
Vito Cannella
Morris Kight
Melanie Lomax
Dr. John R. Phalen
James M. Riewer
Patricia Russell
Rabbi Martin B. Ryback
Catherine G. Stern

Eugene S. Mornell, Executive Director

LOS ANGELES COUNTY OFFICE OF EDUCATION

Michaelene D. Wagner, President
Frank J. Alderete, Vice President

Lewis P. Bohler, Jr.
Jeanne Breunig
Max E. Ragland
Daniel L. Towler

Dr. Stuart E. Gothold, Superintendent

Acknowledgments

The proposal for a survey of hate crime in the public schools was initiated by the Los Angeles County Commission on Human Relations and readily endorsed by the Los Angeles County Office of Education.

This project was accomplished in conjunction with the following Los Angeles County Office of Education personnel: Jo Bonita Perez, Dr. Donald Duncan and Phil Kauble were responsible for conceptualization and design of the project. Dr. Angel Sanchez also worked on project design and drafted the original survey. Dr. Fred Smith and Steve Yamarone, under the supervision of Dr. Tom Bishop, refined the survey design, and facilitated the statistical analysis of collected data. The survey was administered under the supervision of Phil Kauble, who also coordinated tabulation of the results.

Commission staff Consultant Bobbi Kimble worked with the County Office of Education personnel in all phases of the project's development and execution. Ms. Kimble also wrote this report, under the supervision of Assistant Executive Director Roger Ragan. Troy Dial typed the report.

Special thanks to Ms. Marilyn Gogolin, Assistant to the Superintendent, Los Angeles County Office of Education.

TABLE OF CONTENTS

ABSTRACT..... 1

FINDINGS..... 3

COMMISSION ACTIONS..... 4

I. BACKGROUND..... 5

Methodology..... 6

Definition of Hate Crime..... 6

II. INCIDENTS AGAINST STUDENTS..... 7

Who Are the Victims?..... 7

Racial..... 7
Religious..... 8
Gay/Lesbian..... 8
Immigrant..... 9

School Levels Responding..... 9

Types of Hostility..... 10

Links to Hate Groups..... 11

Actions Taken..... 12

III. INCIDENTS AGAINST SCHOOL EMPLOYEES..... 13

Types of Hostility..... 13

Actions Taken..... 13

IV. DEMOGRAPHICS AND RESOURCES..... 14

Profile of Schools at Risk for Hate Crime..... 14

Resources In Use..... 15

APPENDIX A..... 16
Copy of Survey

ABSTRACT

In March, 1989, copies of a survey on school hate crime were distributed to all schools in Los Angeles County. This project was a joint endeavor by the Los Angeles County Commission on Human Relations and the Los Angeles County Office of Education, and was designed to assess the level of interethnic conflict and hate crime on K-12 campuses.

Of the 1,570 surveys distributed, 956, or 61 percent were returned. Of these, 354 schools responded that they had had incidents of hate crime, and 602 responded negatively. Overall, 37 percent of these schools responding to the survey had incidents of hate crime during the school year.

The victims of school hate crime and related incidents differ from their adult counterparts, as described in the Commission's Hate Crime in Los Angeles County reports. In the adult population, Blacks were far and away the largest number of ethnic targets. This contrasts with school incidents, which show slightly more anti-Latino incidents than anti-Black incidents. Anti-White incidents were the next most prevalent group reported by schools, which occur very infrequently in the adult population.

Immigrant students were also at substantial risk, accounting for almost one-quarter of all incidents. And, if the students were Asian or Latino, the risk was even greater: about one-half of all anti-Asian incidents and one-third of all anti-Latino incidents were described as anti-immigrant in nature. Gay and Lesbian students and Jewish students also accounted for a significant number of victims.

Differences also occurred between the types of incidents directed against school employees and those against students, as well as among the types of discipline invoked for such acts. Hostility among students occurred more frequently than against employees. Racial slurs were the most common student actions, followed by physical violence and, much further down the scale, graffiti, destruction of property and miscellaneous other acts.

Against employees, racial slurs and name-calling were also most frequently reported, followed by graffiti and destruction of personal belongings. Physical violence against school employees, while reported by a substantially lower number of schools than that directed toward students, was still reported by a surprisingly high 22 schools.

Perhaps because incidents against school employees were viewed as being an attack on authority as well as bigotry-related, they tended to receive more severe penalties than those between

students. The most commonly evoked action on the part of the school officials for incidents in this category was suspension, followed by counseling and returned to class, detention, expulsion, "no action," and "other" actions.

Links to White supremacist groups were explored in the survey. However, such ties were shown to account for only a small percentage of hate crimes actually committed (4.5 percent). The presence of such groups, however, seems to indicate - or contribute to - a campus atmosphere of intolerance, in that there were more hate crimes committed on campuses where such groups had been noted.

Finally, demographic conditions where incidents are more likely to occur and resources in use were examined. As could be expected, schools which were homogenous in their student ethnicity were less likely to suffer incidents than their heterogeneous counterparts. It appears that a greater incidence of hate crime begins to appear when any one minority ethnic group (be it White or non-White) begins to exceed 10 percent of the student population.

Resources used by County schools to deal with hate crimes included curricula, audio-visual materials, and games and simulations. A slightly higher percentage of schools which had had hate crimes used such materials, indicating that their use is likely reactive. As well, there appears to be a need for greater integration of specifically anti-racist materials into the curriculum rather than leaving such topics to the "social sciences" curriculum.

FINDINGS

1. Surveys were sent to all 1,570 schools in the County, and 61 percent of all schools responded. Of those schools responding, over one-third reported incidents of hate crime against students and employees.

2. Junior high schools and middle schools were somewhat more likely to be the site of hate crimes than high schools. Elementary schools had the lowest reported incidence of all sites.

3. An analysis was done of hate crime incidents both to determine the total number committed against specific groups and number of schools reporting incidents against a group. Anti-Latino incidents were the greatest in number; anti-Black incidents occurred at the greatest number of schools.

4. Nearly one-third of all anti-Latino incidents and one-half of all anti-Asian incidents were attributed to anti-immigrant sentiment. This is in contrast to the adult population, where proportionately few anti-immigrant incidents are reported. This finding reinforces the Commission's perception that adult immigrants are frequently the victims of hate crime, but it goes unreported.

5. Gay and Lesbian students were at substantial risk. Even given their relative invisibility, there were still 65 individual incidents directed toward them.

6. Individuals associated with hate groups themselves commit a relatively low percentage of hate crimes (4.5 percent). Their presence, however, seems to indicate (or contribute to) a more intolerant environment: of the schools that reported incidents of hate crime, 14 percent had seen evidence of White supremacist groups on their campus, as opposed to the schools with no incidents, of whom only 5 percent had experienced the presence of such groups.

7. In the majority of instances where students were the victims of hate crime, perpetrators were counseled and returned to class. In the majority of instances where a school employee was the victim, perpetrators were suspended. For both groups, subsequent referral to parents, followed by referral to law enforcement, were the next most common actions taken.

8. Hate crime against school employees does occur. However, it occurred at only 6.3 percent of responding schools, indicating that it is less prevalent than incidents between students.

9. A school is at increased risk for hate crime when any one minority ethnic group (either White or non-White) begins to exceed 10 percent of the student enrollment.

10. No relationship was found between the socioeconomic status of students and the incidence of hate crime in the County schools.

11. Schools which had not had any incidents were less likely to utilize materials (curricula, audio-visual materials, games and simulations) that dealt with prejudice and hate crime. Schools which had incidents more frequently used such materials, indicating that these resources are more likely to be used in response to incidents, rather than in a preventive way.

COMMISSION ACTIONS

The Commission, in conjunction with the Los Angeles County Office of Education, is planning a conference on hate crime in the schools for January of 1990. Findings from the report will be presented; the individual and group effects of victimization will be discussed and service providers and community members will share resources to address the problem. Other follow-up actions are being explored.

I. BACKGROUND

In 1980, the Los Angeles County Commission on Human Relations began compiling statistics on criminal acts motivated by racial and religious bigotry. Now, in addition to annually collecting data and publishing a report to the Board of Supervisors, the Commission investigates individual cases, provides victim referrals, and develops preventive programs in connection with all forms of "hate crime."

Throughout the years, the Commission has received a limited number of reports of school-based hate crime, usually perpetrated by an outside adult. In recent years, however, reports of increased conflict between students themselves have begun to surface.

Currently, public awareness of hate crime perpetrators is expanding to include adolescents and young adults, with much recent news coverage focused on interethnic conflict on college campuses. Yet, little or no information is available on incidents at the primary and secondary level, where the attitudes are formed that will manifest themselves later in adult behavior.

Given this lack of information, the Commission approached the Los Angeles County Office of Education in November 1987 about the feasibility of a joint project. The Office of Education, sharing the Commission's concern about the need for better information and resources, enthusiastically embraced the program and dedicated substantial amounts of personnel and time to the project.

The original survey was drafted, re-drafted, and redesigned before it was distributed in its current state. Originally, a sampling of 300 schools was to be surveyed within the County. However, the Superintendent's Office supported the expansion of the sample to a Countywide base, and on Ma .1 6, 1989 the survey was distributed to all 1,570 schools in the County. By April 30, the majority of surveys had been returned and tabulation of the data began.

In all, 956 schools, or 61 percent of the total, responded to the survey. Of these, 354 reported that they had incidents of hate crime over the past year, and 602 responded negatively. Overall, 37 percent of those responding had incidents of hate crime.

The following report is drawn from data compiled by the County Office of Education and provided to the Commission on Human Relations. Findings and opinions are solely those of the Commission and should not be taken as a definitive statement of the conditions at all schools. Rather, the report provides a preliminary analysis of populations most likely to be the victim

of a hate incident, the conditions under which it is most likely to occur, and what disciplinary action schools are taking.

Methodology

The survey was constructed in such a way as to elicit the greatest possible amount of information with the fewest possible questions. To ensure anonymity of participating schools, no information relating individual school names with specific incidents was provided to the Commission.

In Sections II and III, the analysis is based on a tabulation of the responses to the questionnaire from all schools. In Section IV, the schools that reported a high incidence of hate crime are compared with a random sample of schools that reported no hate crime on their campus.

Absolute numbers of incidents were not available from data collected due to use of ranges in questions 2 through 8 (e.g., 1-2, 3-5, etc.). To quantify this information, a mid-range scoring system was developed; for example, incidents in the 1-2 range were given a score of 1.5, those in the 3-5 range given a score of 4, and so on. This method was applied uniformly whenever ranges appeared in the survey.

For a complete copy of the survey, please see Appendix A.

Definition of Hate Crime

The Commission on Human Relations defines hate crime as any criminal act, committed against an individual or institution, motivated by bigotry based on race, ethnicity, religion, or sexual orientation. This definition is shared by most local law enforcement agencies and other organizations which respond to hate crime. Thus, the use of racial slurs and name-calling, although reprehensible, is not a hate crime. However, because such acts occur so frequently on campuses, because they often reflect serious intergroup tension, and because they may lead to vandalism or assault, the Commission includes these acts in this report of hate-related incidents.

II. INCIDENTS AGAINST STUDENTS

Who Are the Victims?

Racial

Across the board, more schools reported anti-Black incidents than any other type (168 schools). The second largest number of individual incidents was also directed against Blacks (624), exceeded only by anti-Latino incidents.

These findings are disturbing in light of the relatively small number of Black students enrolled in Los Angeles County schools. In 1988, Blacks accounted for only 13.8 percent of County-wide school enrollment, yet they were the victims of about 29 percent of the individual incidents. Or, in other words, they were victimized at a rate of more than double their representation.

Latinos closely followed Blacks in the number of schools reporting (144) and exceeded their number in actual incidents directed against them (651). The per capita impact was less severe, in that Latinos account for 46.7 percent of the 1988 enrollment but about 30 percent of the victims. However, there is a disproportionate representation of Latinos as a victim group in the "Anti-Immigrant" category (see below).

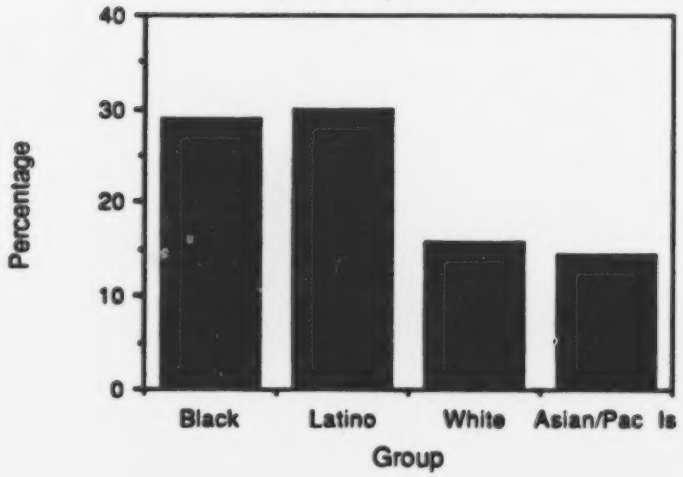
Whites accounted for the third largest victim group, with 91 schools reporting a total of 337 individual incidents. Thus, Whites, who account for 28.9 percent of the County schools population, accounted for 15.8 percent of the individual victims, or a rate of about one half their representation.

Asians and Pacific Islanders were also disproportionately represented as victims of hate incidents. Anti-Asian incidents were reported by 91 different schools, for a total of 309 incidents. They account for 14.5 percent of the victims but only 8.6 percent of the population, ranking their victimization at almost double their representation. Like Latinos, they were more frequently the targets of anti-immigrant incidents than other ethnic groups.

Arab and other Middle Eastern students were the next most prevalent victim group, with 34 different schools reporting a total of 107 incidents. And, like Latinos and Asians, they were frequently the focus of anti-immigrant sentiment. Filipinos, American Indians, and the "Other" classification all totaled less than a hundred incidents at less than 20 schools (65, 4 and 23, respectively).

Figure 1 illustrates the percentage of hate crime incidents directed toward four major ethnic groups in Los Angeles County schools.

Figure 1. Percentage of Incidents against the Student Population



Religious

There were markedly fewer religious incidents reported than racial ones, and fewer than in the adult population. However, **like their adult counterparts, Jewish students were the majority of anti-religious victims,** with 40 incidents reported at 20 schools.

The next most common incidents were in the "Other" category (defined by respondents as Mormon, Buddhist, and Jehovah's Witness), in six schools for a total of 17 incidents. These were followed closely in number by anti-Christian incidents, of which 17 occurred at 4 schools. Anti-Islamic/Muslim incidents were reported by 2 schools, for a total of 5 incidents.

Gay/Lesbian

Anti-Gay and Lesbian incidents were also substantial in the school-age population. Anti-Gay violence was the sixth most common type of reported violence, with 65 incidents occurring at 24 schools.

Immigrant

A substantial portion of incidents directed against students was reported to be anti-immigrant in origin. Over 22 percent of the student racial incidents were categorized as anti-immigrant, for 471 incidents at a total of 82 schools.

These statistics deviate substantially from those reported for the adult population, where only an insignificant number of racial incidents appear to be motivated by anti-immigrant sentiment. This disproportionate number of responses in the school population, as observed and recorded by school administrators, bears out what the Commission had long suspected: there is a high probability that there are numerous immigrant hate crime victims in the County population who, for various reasons, do not report their victimization to authorities.[1]

It is in this category that a large percentage of anti-Latino and anti-Asian incidents occur. Latinos, the most prevalent victim group, accounted for 227 incidents at 55 schools. This indicates that **more than one third of all reported anti-Latino incidents were rooted in anti-immigrant sentiment.**

Even more disturbing, **Asian anti-immigrant incidents -- reported at 42 schools for a total of 144 incidents -- accounted for over half of all anti-Asian incidents.** Since Asians are the second largest immigrant group in Los Angeles County, and since relatively few adult anti-Asian incidents are reported to the Commission, it may be assumed that they also suffer from underreporting in the County at large.

School Levels Responding

Overall, 956 County schools responded to the survey, or 61 percent of those to whom a questionnaire was sent. Of these, 642 elementary schools responded, accounting for a little more than two-thirds of the respondents. Of these, 216 (34 percent) reported that they had hate crime, and 426 (66 percent) reported that they had not.

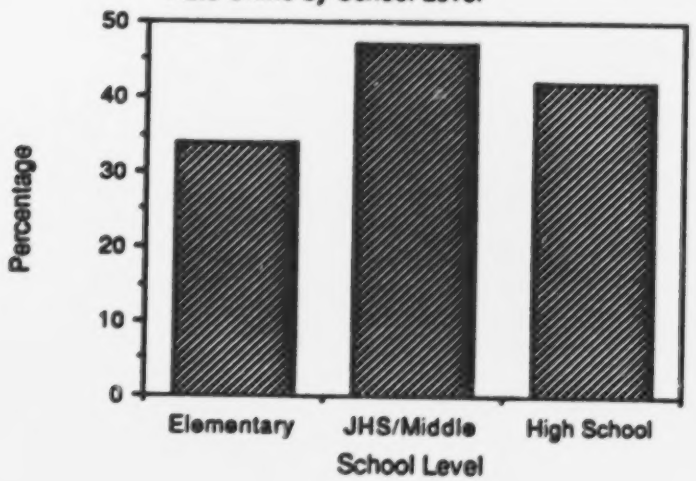
Of the junior highs and middle schools responding, 64 schools, or 47 percent, had experienced hate crime incidents and 73 schools had not. Of the senior high schools responding, the "yes" response rate was 42 percent (69 schools), and the "no" rate was 58 percent (96 schools).

---

[1] cf Hate Crime in Los Angeles County 1988, Los Angeles County Commission on Human Relations, p. 6.

In comparing the responses of differing school levels, there seems to be a slightly higher probability of incidents occuring in the junior high school population, as illustrated in figure 2 below:

Figure 2. Percentage of Schools Responding That Experienced Hate Crime by School Level



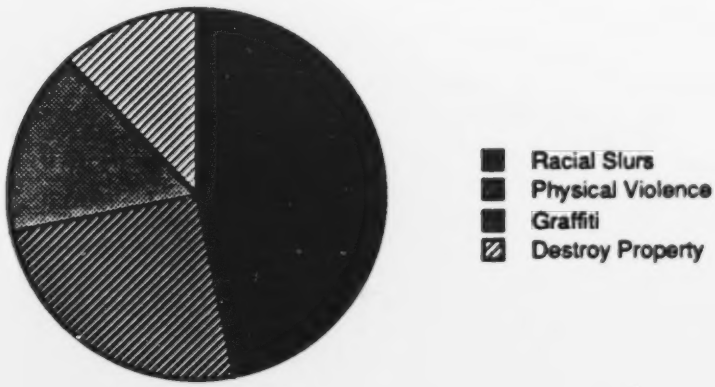
Types of Hostility

Racial slurs and name calling were the most prevalent type of hostility reported against students. Such incidents were almost three times more likely to occur than any other type of hostility, with 275 schools reporting 1,346 incidents, or 47 percent of the total incidents in this category.

The next most common manifestation of conflict was physical violence, which occurred almost 25 percent of the time. 140 schools reported 566 individual acts against students and, while there was no question on the survey regarding "multiple act" incidents, it must be assumed that at least some of the incidents of physical violence began with racial slurs or name calling and escalated.

Graffiti was the third most common occurrence and was reported at 16 percent of all schools in this category, with 88 individual campuses having a total of 365 incidents. This was closely followed in frequency by destruction of property or personal possessions, which was reported at 12 percent of these schools (306 incidents on 72 campuses).

Figure 3. Percentage of Incidents against Students by Type



Links to Hate Groups

White supremacist groups had 103 individual incidents attributed to them, out of a total of 2,265 incidents for all schools and all categories. Of these, the most were attributed to skinheads (62 incidents), followed by the White Supremacy, "SWP," or "WSP" groups (14 incidents), Neo-Nazis (14 incidents), and the Ku Klux Klan (13 incidents).

In addition to the above, 14 additional groups were associated with incidents in this category. While some of the names were unknown to the Los Angeles County Probation Department's Gang Unit, several were able to be identified for racial/ethnic composition. Of these, 13 incidents were attributed to Black gangs (Bloods, Crip Killers), 6 to Latino Gangs (Compton Barrio Segundo, Inglewood 13, L.B. Suicidals, South Side Longos) and 5 to a Jamaican gang (Posse).

It must be noted here that there is a substantial difference between White supremacist or "skinhead" gangs and gangs in the traditional sense of the word, as noted above. While gangs such as Crips or Bloods draw upon their own ethnic group for their affiliations, their primary reason for existence is not to promote racial solidarity but to provide social support and (illegal) economic rewards. In addition, most of these gangs usually victimize others of their own ethnicity. In the case of White supremacist groups, however, their primary activity is to threaten, intimidate, or physically assault non-Whites under the rubric of "racial superiority" and "White pride."

It must also be noted that **while the number of incidents directly connected with hate groups is relatively small, their presence seems to indicate (or contribute to) a more intolerant environment.** Of the 354 schools that reported incidents of hate crime, 48, or 14 percent, had seen evidence of hate groups on their campus. For schools reporting no incidents, the number was much lower at 31 observations out of 602 responding campuses (5 percent).

Actions Taken

A total of 2,441 disciplinary actions were taken against those who had committed hate crimes against their fellow students. Of these, **the most frequently reported was "Counseled by an administrator and returned to class,"** which was invoked at 259 schools in 1,185 instances.

The next most frequent disciplinary action taken was suspension, which was used in 633 instances at 164 schools. Detention after school was used at 119 schools in 379 instances, and 17 schools expelled 52 students for acts of racial violence. Only 5 schools reported a total of 16 incidents for which no action was taken.

There were also numerous responses in the "Other action" category, the most common of which involved a parent-teacher conference or some other type of contact with the home. This was used in 22 instances. Transferring the student to another school was reported in 6 instances, apologies and counseling in 4 and 3 cases respectively, and a number of schools reported 1 additional response (e.g., suspension from bus, washing graffiti off walls, alternate programs, etc.).

After the initial discipline, further actions were frequently taken. For incidents where students were the victims, the most common secondary action on the part of school personnel was referral to parents (1,149 incidents in 249 schools). Next most common was referral to law enforcement (236 incidents at 63 schools), and 11 schools reported "Other" responses.

III. INCIDENTS AGAINST SCHOOL EMPLOYEES

Types of Hostility

Violence and hostility toward school administrators, teachers and other employees occurred much more infrequently than intra-student violence. However, the numbers were still surprising, with 61 schools reporting 454 incidents against employees. Of these, it was estimated that **in 80 percent of the schools, less than a quarter of the incidents were directed toward teachers.** 35 percent of all schools reported none against teachers whatsoever.

The most common occurrence was racial slurs or name calling, reported 218 times at all 61 schools. Next most common was racist, anti-religious, or anti-Gay graffiti, reported by 32 schools for a total of 101 incidents. Destruction of property and personal belongings was the third most frequent occurrence, reported by 29 schools for 90 separate incidents.

And, last but by no means least, **22 different schools reported 45 acts of physical violence against employees.**

Actions Taken

Perhaps because of the implication of an attack on an authority figure, **more severe penalties were enacted against students who had committed hate crimes against school employees** than against those who had committed them against their peers.

52 different schools used suspension 172 times against students who had committed hate crimes against their employees, making this the most common action in this category. "Counseled and returned to class," the next most frequent action, was used by 38 schools against 155 students.

Occurring much less frequently, detention was used by 15 schools in 78 instances. 7 schools reported taking "no action" in 35 instances, in 2 cases because "perpetrators were not known." In the "Other response" category, 2 schools reported counseling the students, 2 schools reported parent-teacher or parent-administrator conferences, 2 schools moved students to another school, and 1 school assigned students to a clean-up detail (presumably of graffiti or other vandalism).

In the "Further Action Taken" category, 59 schools referred students to their parents in 242 instances. 82 referrals to law enforcement were made at 31 schools, and 2 schools reported "other actions."

IV. DEMOGRAPHICS AND RESOURCES

Profile of Schools at Risk for Hate Crime

Schools which participated in the survey were promised confidentiality of their responses. Accordingly, 2 samplings of schools were selected by the County Office of Education and provided to the Commission with their names deleted. The first was from schools which reported no incidents of hate crime whatsoever, and the second was from schools which had reported a high incidence of hate crime*. In each sample, schools were grouped in 10 percent ranges according to the ratio of the student body represented by their largest minority ethnic group**.

Comparisons that were done suggest that schools are more likely to have a high incidence of hate crime when at least one minority ethnic group exceeds 10 percent of the student population. By contrast, the largest single group of schools reporting no hate crime (36 percent of the sample) fell into the category in which the largest minority group in the school made up less than 10 percent of the student body. Although further study is needed to substantiate this finding, it can be hypothesized that schools whose minority ethnic composition exceeds 10 percent for any one group are at increased risk for hate crime.

Another issue raised by the survey has troublesome implications in that one traditionally associates hate crime with incidents which are perpetrated by Whites against non-Whites. However, given the tremendous ethnic diversity of the schools that participated in this survey, it is probable that at least some of the incidents reported in the survey were perpetrated by students of color against other students of color, Gay and Lesbian students, immigrant students and, in some cases, White students.

The samples provided by the County Office of Education were also used to determine whether a relationship exists between socioeconomic status of students in Los Angeles County and the incidence of hate violence in these schools. The percentile rank for socioeconomic status that was assigned to schools as a part of the California Assessment Program was used to measure this variable. The median percentile rank for socioeconomic status

---

* "High incidence" refers to any school which reported one or more sets of incidents in the "10/10+" category of the survey.

** "Minority ethnic group" refers to any ethnic group which comprises less than 50 percent of a school's student body, no matter what the racial or ethnic composition of the majority.

was compared at three grade levels (6th, 8th, and 12th) for schools with a high incidence of hate crime versus those reporting no hate crime. The analysis did not show any clear relationship between the socioeconomic status of students and the incidence of hate acts in the County schools.

Resources in Use

Of the schools responding that they had had incidents, 57 percent are using curricula materials dealing with human relations or multicultural issues. For the schools responding negatively, only 35 percent used such resources. This leads the Commission to speculate that **either such resources are being used reactively, i.e., after some interethnic tensions have surfaced, or that such resources are viewed by those in more tranquil schools as being unnecessary.**

Across the board, the other resource categories -- audio and visual materials, other written materials, games and simulations -- the "yes" schools used a greater number of resources. For example, 38 percent of "yes" schools used "other print materials"; compared to only 22 percent of "no" schools. The same was true for games and simulations (20 percent of "yes" schools; 12 percent of "no" schools).

However, there appears to be little consensus among schools on what constitutes "human relations curricula." The last page of the survey contained questions about resource materials, staff training, and resource people. A random sampling of the schools responding to the survey was analyzed for types of resources in use, with widely divergent answers.

A number of schools reported the DARE (Drug Abuse Resistance Program) as a resource for dealing with interethnic conflict. Equal numbers of other schools reported "self esteem training" and "social sciences curriculum" in the resources section.

Only a small number of the schools sampled reported using specific multicultural education materials. Those reported were the National Conference of Christians and Jews' "Green Circle" program, and the Anti-Defamation League's "A World of Difference" curriculum. There seems to be a clear need to increase awareness of the resources available and encourage their integration into the curriculum, rather than relying on generalized approaches.

HATE CRIME SURVEY

Your Name:

Telephone: **School:** ___ Elementary ___ Jr HS ___ Middle ___ HS

This information is being collected to provide a countywide database to identify the nature and the extent of hate crime incidents in the public schools of Los Angeles County. For the purpose of this study, "hate crime" is being defined as acts of hostility, violence, or vandalism directed at individuals or groups because of attitudes held toward the race, ethnicity, religious background, immigrant status or sexual orientation of the individual or group.

INCIDENTS AGAINST STUDENTS

1. During the current school year, have you observed any hate crime (as defined above) at your school site?

   Yes..... 1 *(Go to question #2)*
   No.....2 *(Skip to question #4)*

2. During the current school year, have you observed any hate crime incidents at your school site against the following groups? [Please check the appropriate response(s) below.]

Against which group:	Number of Incidents: None	1-2	3-5	6-9	10 or more
a) American Indian	☐	☐	☐	☐	☐
b) Arab/Other Middle Easterner	☐	☐	☐	☐	☐
c) Asian	☐	☐	☐	☐	☐
d) Black	☐	☐	☐	☐	☐
e) Filipino	☐	☐	☐	☐	☐
f) Hispanic/Latino	☐	☐	☐	☐	☐
g) Pacific Islander	☐	☐	☐	☐	☐
h) White	☐	☐	☐	☐	☐
i) Other (specify)_____	☐	☐	☐	☐	☐
j) Christian	☐	☐	☐	☐	☐
k) Islamic/Muslim	☐	☐	☐	☐	☐
l) Jewish	☐	☐	☐	☐	☐
m) Other (specify)_____	☐	☐	☐	☐	☐
n) Gay/Lesbian	☐	☐	☐	☐	☐

3. Of the above hate crime incidents, how many have been directed towards immigrants? Indicate group (from those listed above) and the number of incidents.

Against which group:	Number of incidents:
_____	_____
_____	_____

4. During the current school year, were any students disciplined (counseled, suspended, expelled, etc.) because of acts of hate crime?

Yes..... 1
(Go to question #5a)
No.....2
(Skip to question #6)

5(a). Of those incidents that have occurred during the current school year, please identify the type of hostile act and the approximate number of times the act occurred:

Type of Hostility Against Students

Types of Hostility	Number of Incidents: None	1-2	3-5	6-9	10 or more
a) Graffiti (racist, anti-religious, anti-gay)	☐	☐	☐	☐	☐
b) Racial slurs or name calling	☐	☐	☐	☐	☐
c) Destruction of property or personal belongings	☐	☐	☐	☐	☐
d) Physical violence	☐	☐	☐	☐	☐
e) Other (specify)_____	☐	☐	☐	☐	☐

5(b). Of those incidents listed in number 5(a) above, please identify the type of disciplinary action taken and the approximate number of times:

Types of Actions Taken	Number of Times: None	1-2	3-5	6-9	10 or more
a) Counseled by administrator & returned to class	☐	☐	☐	☐	☐
b) Detention	☐	☐	☐	☐	☐
c) Suspension	☐	☐	☐	☐	☐
d) Expulsion	☐	☐	☐	☐	☐
e) No action	☐	☐	☐	☐	☐
f) Other (specify)_____	☐	☐	☐	☐	☐

5(c). Of those actions noted in 5(a) and 5(b), please identify any referrals that were made and the number of times:

Types of Further Action	Number of Times: None	1-2	3-5	6-9	10 or more
a) Referral to parents	☐	☐	☐	☐	☐
b) Referral to law enforcement	☐	☐	☐	☐	☐
c) Other (specify)_____	☐	☐	☐	☐	☐

6(a). During the current school year, have you seen evidence of what would be, in your opinion, the presence of "supremacist" groups in your school such as skinheads, Neo-Nazis, Ku Klux Klan, etc.?

Yes.....1
(Go to question #6b)
No.....2
(Skip to question #7)

6(b). Please indicate the name of the groups and the number of incidents of hostility (if any) attributed to these groups.

Name of groups (if known):	Approx. # of incidents:
_____	_____
_____	_____
_____	_____

INCIDENTS AGAINST SCHOOL EMPLOYEES

7. During the current school year, have any teachers, administrators or other school employees been the victim of school-related hate crime?

Yes.....1 *(Go to question #8a)*
No.....2 *(Skip to question #10)*

8(a). For the current school year, please identify the type of hostile act and the approximate number of times the act was perpetrated against teachers, administrators or other school employees:

Type of Hostility Against School Employees

Types of Hostility	Number of Incidents None	1-2	3-5	6-9	10 or more
a) Graffiti (racist, anti-religious, anti-gay)	☐	☐	☐	☐	☐
b) Racial slurs/epithets, name calling	☐	☐	☐	☐	☐
c) Destruction of property/ personal belongings	☐	☐	☐	☐	☐
d) Physical violence/abuse	☐	☐	☐	☐	☐
e) Other (specify)_____	☐	☐	☐	☐	☐

8(b). Of those incidents caused by students that were listed in 8(a) above, please identify the disciplinary action taken and the approximate number of times:

Types of Actions Taken	Number of Times Imposed None	1-2	3-5	6-9	10 or more
a) Counseled by administrator & returned to class	☐	☐	☐	☐	☐
b) Detention	☐	☐	☐	☐	☐
c) Suspension	☐	☐	☐	☐	☐
d) Expulsion	☐	☐	☐	☐	☐
e) No action	☐	☐	☐	☐	☐
f) Other (specify)_____	☐	☐	☐	☐	☐

8(c). Of those incidents and sanctions previously noted in 8(a) and 8(b), please identify any student referrals that were made and the number of times these actions were taken:

Types of Further Action	Number of Times None	1-2	3-5	6-9	10 or more
a) Referral to parents	☐	☐	☐	☐	☐
b) Referral to law enforcement	☐	☐	☐	☐	☐
c) Other (specify)_____	☐	☐	☐	☐	☐

9. Of those incidents which occurred against school employees, approximately what percentage (%) were perpetrated against teachers? (Please circle the appropriate response.)

a) None b) 1-25 c) 26-50 d) 51-75 e) 76-100

RESOURCES AVAILABLE

10. What resources are currently being used in your school to deal with hate crimes? [Please circle the appropiate response(s).]

a) Curricula materials
b) Other printed materials
c) Audio materials
d) Video materials
e) Games, simulations

11. Of those resources referred to in question 10, please identify by name the one(s) that you are currently using:

a) Curricula materials (please specify): _____

b) Other printed materials (please specify): _____

c) Audio materials (please specify): _____

d) Video materials (please specify): _____

e) Games, simulations (please specify): _____

12. Please list any teaching strategies, programs or staff development activities that have been particularly effective for dealing with hate crime at your school.

_____

_____

_____

13. Please provide below the names, positions and phone numbers of trained personnel at your school that deal with hate crime issues.

a) _____

b) _____

c) _____

WE APPRECIATE YOUR PARTICIPATION IN THIS SURVEY.
THANK YOU VERY MUCH FOR YOUR COOPERATION.

If you have any questions please call: Bobbi Kimble, consultant
Commission on Human Relations
213/974-7611

To assist with the collection of this data, please return this survey by **March 31, 1989** to the attention of:

Phil Kauble, consultant-in-charge
Attendance and Administrative Services
Division of Evaluation, Attendance, and Pupil Services
Los Angeles County Office of Education
9300 E. Imperial Hwy. - Room 281
Downey, CA 90242